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JOY AND HEALTH THROUGH PLAY



LET THE CHILDREN PLAY

The New Age-Grade-Height-Weight Athletic Standard

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DEPARTMENT OF THE INTERIOR
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Mr. George E. Schlafer, Assistant Professor of Extension Courses in Play and Recreation, Indiana University, Bloomington, Ind., at my request, has prepared the material contained in this bulletin. To him has been intrusted the task of compiling the data. All correspondence should be directed to Mr. Schlafer.

P. P. CLAXTON,
Commissioner.

Preface.

Part I of this bulletin contains a brief argumentation in favor of play.

Part II sets forth the purpose and value of the new Age-Grade-Height-Weight Athletic Standard. It also contains a graded list of athletic events arranged according to the weeks of the school year, with suggestions for securing the necessary data.

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PART I.

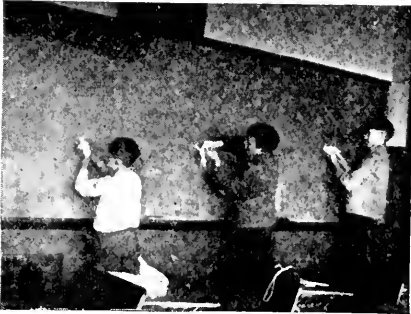
Let the Children Play!

Play makes for
Physical Fitness
Mental Alertness
Good Conduct



Would you as an educator deliberately blindfold the eyes of the pupils under your care,

or seal their ears,



or would you tie their fingers together?

“Why of course not,” you reply; “to see, hear, and to feel are the inherited rights of every child; all instinctive desires should be guided and developed.”

In General.

To play is one of the strongest and most persistent instincts. So much do boys and girls want to play that they will risk life or limb in order to satisfy this desire. Boys and girls have played through all the past ages, and the present generation of youngsters is demanding the right to play. Surely there must be some reason for this desire. But how few educators understand the true purpose of this play instinct. The traditional schoolmaster's attitude toward play is still common in many schools. The child that desires to play is frowned upon and is thought of as lacking the serious mental attitude of a good pupil; the school is a place for work and not for play; and since play and work are diametrically opposed to each other, play must be banished from the school and if possible from the child's nature. Such is the belief of many instructors. Educators who would shrink from interfering with the development of any of the sense organs, deliberately formulate rules and establish curricula that directly interfere with Nature's demand for physical activity.

Physical Fitness.



Nature wants all boys and girls to play, because it develops them physically. Boys and girls run, jump, climb, throw, and yell, in order that the muscles may develop and the vital organs become strong. The play activities cause the muscles and vital organs to exert themselves beyond the strength required for the performance of the regular duties. The extra exertion builds up a reserve supply of physical energy and this reserve supply of physical energy makes for physical fitness. Dr. Gulick says that no possible scheme of physical training can do so much for the child as



his natural play, for it is the result of selection working through unfathomable ages of evolution.

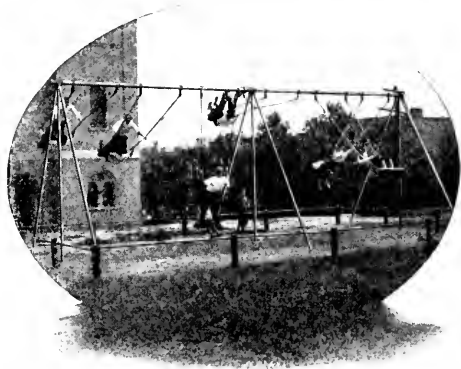
Educators are seriously interfering with Nature's method of giving strong bodies to the boys and girls, when they limit the physical activities of the children. Most school systems permit but one short rest period for the lower grades during three hours of nerve-taxing work; the rest periods in many schools for the sixth, seventh, and eighth grades have recently been absorbed by other school activities; and the high school that has retained its rest periods is considered antiquated.

Nature has given this desire to play in order that the boys and girls may grow in strength and stature, in grace and beauty.



Mental Alertness.

Play also makes for mental alertness. The development of the nerve centers is dependent upon physical and muscular activity. "Mosso and others have produced much evidence to show this close relationship. The more mobile the extremities of an animal are, the more intelligent it is * * *. The mutual relation of intelligence to



movement is strikingly shown in comparison of a low order of men with a higher, and of feeble-minded children with intelligent * * *. In the human child at birth the muscular system is more incomplete than in the case of any other animal. The same is true

of the cerebral nerve centers. Mosso says that this fact of the undeveloped state of the brain can be best explained only by the fact that at birth the organs which effect movement are incomplete * * *. It is claimed that the sheathing of the cerebral fibers with



myelin, upon which depend the higher processes of thought, is best effected by muscular movement.”¹ The ancient Greeks developed a wonderful civilization, and in their system of education, physical activity was considered as essential as mental activity. To

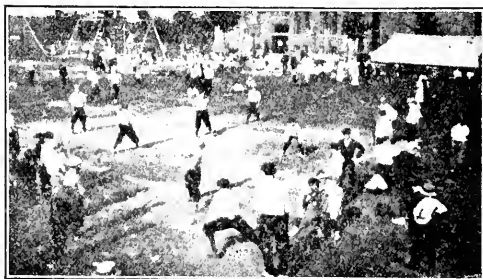
throw, to jump, and to run were as important as to listen to the lectures of Socrates or Aristotle.

When the child reaches the age of team loyalty and cooperation, he will put forth every possible intellectual effort to fulfill the scholastic requirements necessary for interteam or interschool competition. Many a boy has been made tolerable as a student and has been saved for an education because he had the ability to hit the ball hard, to “shoot the basket,” or to wriggle and squirm his way toward the opponents’ goal line.

Nature demands that the child play in order that he may develop intellectually.

Good Conduct.

Play develops habits of good conduct. All games must be played according to rules. To obey the rules, especially under stress of conflict and excitement, develops self-control, courage, honesty, quick judgment, cooperation and will power. The nervous system has developed many centers of reflex action; without thinking we respond to certain stimuli or assume a defensive attitude



¹ “Education by Plays and Games,” Johnson.

toward threatening danger. Boys and girls, in playing competitive games, are continually called upon to render decisions involving honesty, fairness, cooperation, and will power. These decisions must be rendered quickly and accurately. Character reflex actions are developed through the instinctive desire to play.

RÉSUMÉ.

The play desire can not be destroyed: the past ages have thoroughly ingrained it in the nervous system of all races. Since play can contribute so vitally to the welfare of the boys and girls, it should receive the same sympathetic recognition accorded the other wholesome desires. Educators should "capitalize" the play spirit, because through it wonderful results may be secured for pupil, school, and community.

Play will assist in making the boys and girls physically fit, mentally alert, and in preparing them for a better citizenship.

PART II.

The New Age-Grade-Height-Weight Athletic Standard.

Boys and girls have more interest in play and exercise if some real and definite object is in view. To play or exercise, when the object is to win, is far more interesting than to exercise simply for the sake of exercise. Play and athletic activities carry with them great interest when some record is to be attained; especially is this true if the record stands for all-round physical ability and fitness. The desire to equal the record, or to win over the record, is a controlling factor in such activities. These activities take on added interest when the records have been standardized for the whole city, county, State, or Nation.

We do not have any nation-wide, concise, graded records of athletic events suitable for boys and girls in the various grades and high school. A number of directors in the larger cities have their city standards; the work accomplished in many instances has been very commendable. We need to have a national standard, records that will be of interest to the boys and girls in the country as well as in the city.

Athletic records are usually based either on age or weight. Neither of these classifications alone is satisfactory. Two boys or girls may be of the same age, yet differ in weight, grade, and height. Differences will also exist when weight is made the basis of classification. Athletic records, to be just to all pupils, should be based on these four determining factors; namely, age, grade or mentality, height, and weight. Records, covering a large range of activities and based on these factors, do not exist. Such records would be highly prized and would add a new impetus to athletic activities because of their fairness to all pupils. To secure data for this new athletic standard based on age, grade, height, and weight, is the purpose of the material in hand. No doubt the outline of events, according to grade and week, will also offer a valuable constructive program of athletic activities.

The program of events as given should not be considered complete or ideal; a great variety of games, rhythmic plays, and competitive sports should be included. Such a complete program will follow later; the purpose of this bulletin is to collect data that will make possible the larger and more comprehensive publication.

In general, all pupils who are physically able should be requested to participate in the different events. Some of the events for the boys enrolled in the high school no doubt require special ability. The pole vault, the hurdles, the discus throw, all require previous training. Such events should not be attempted by all the boys. The best records made at any time by boys trained in these events should be recorded, irrespective of the date noted in the schedule of events. However, most of the events may be attempted by all pupils. We do not desire the records of only the most athletically able, but the records of all, in order that we may determine upon a standard that will be just to the rank and file of pupils.

The Bureau of Education most earnestly solicits your assistance in securing the necessary data. The regular instructor, with some preliminary direction and with the aid of some of the older pupils, will be able to secure many records. If all events can not be attempted, secure records in those events deemed most advisable.

Reports and blanks.—The Bureau of Education hopes to secure thousands of records; the greater the number the more accurate will be the records for the new Age-Height-Grade-Weight Athletic Standard. Since the task is great and since it is desirable to begin tabulation of records as soon as possible, you are kindly requested to return the blanks, with records, after the events for each two weeks have been completed. Extra space is given on the blanks, should it be possible to complete several events each week. A space is also given for the names of the pupils; however, the names are not absolutely necessary. Mention is made of this fact because it may involve considerable time to rewrite the names on the successive blanks. It is suggested that a record of names be made and numbered according to the numbers on the blanks; this record to remain with the one conducting the tests. Should correspondence be necessary concerning any record, the pupil concerned may be readily located.

[Because of an unavoidable delay, it was impossible to make the distribution of this bulletin in time to begin the events as scheduled. If possible, report the record of events in order of their position, with the purpose of approaching the time schedule. Time may be gained by taking the records of the following events during the same week: Push up, Pull up, Sit up, Chest expansion.]

BOYS.

TIME SCHEDULE FOR ATHLETIC EVENTS.

GRADE IV.

50-yard dash.....	Sept. 27–Oct. 1.
League or playground baseball distance throw.....	Oct. 4–8.
Running broad jump.....	Oct. 11–15.
Running high jump.....	Oct. 18–22.
Standing broad jump.....	Oct. 25–29.
Sit up.....	Nov. 1–5.
Push up.....	Nov. 8–12.
Chest expansion.....	Nov. 15–19.

GRADE V.

60-yard dash.....	Sept. 27-Oct. 1.
League or playground baseball distance throw.....	Oct. 4-8.
Running broad jump.....	Oct. 11-15.
Running high jump.....	Oct. 18-22.
Standing broad jump.....	Oct. 25-29.
Sit up.....	Nov. 1-5.
Push up.....	Nov. 8-12.
Pull up.....	Nov. 15-19.
Chest expansion.....	Nov. 22-26.

GRADE VI.

75-yard dash.....	Sept. 27-Oct. 1.
One-fourth mile run.....	Oct. 4-8.
League or playground baseball distance throw.....	Oct. 11-15.
Running broad jump.....	Oct. 18-22.
Running high jump.....	Oct. 25-29.
Basket-ball overhead distance throw (forward and backward).....	Nov. 1-5.
Basket-ball round arm throw.....	Nov. 8-12.
Potato race or flag race.....	Nov. 15-19.
Standing broad jump.....	Nov. 22-26.
Sit up.....	Nov. 29-Dec. 3.
Push up.....	Dec. 6-10.
Pull up.....	Dec. 13-17.
Chest expansion.....	Dec. 20-24.

GRADE VII.

60-yard dash.....	Sept. 27-Oct. 1.
75-yard dash.....	Oct. 4-8.
One-fourth mile run.....	Oct. 11-15.
League or playground baseball distance throw.....	Oct. 18-22.
Running broad jump.....	Oct. 25-29.
Basket-ball overhead distance throw (forward and backward).....	Nov. 1-5.
Basket-ball round arm throw.....	Nov. 8-12.
Potato race or flag race.....	Nov. 15-19.
Running high jump.....	Nov. 22-26.
Standing broad jump.....	Nov. 29-Dec. 3.
Sit up.....	Dec. 6-10.
Push up.....	Dec. 13-17.
Pull up.....	Dec. 20-24.
Chest expansion.....	Jan. 3-7.

GRADE VIII.

60-yard dash.....	Sept. 27-Oct. 1.
100-yard dash.....	Oct. 4-8.
One-half-mile run.....	Oct. 11-15.
Pole vault.....	Oct. 18-22.
League or playground baseball distance throw.....	Oct. 25-29.
Running broad jump.....	Nov. 1-5.
Basket-ball overhead distance throw (forward and backward).....	Nov. 8-12.
Basket-ball round arm throw.....	Nov. 15-19.
Potato race or flag race.....	Nov. 22-26.
Running high jump.....	Nov. 29-Dec. 3.

Standing broad jump.....	Dec. 6-10.
Sit up.....	Dec. 13-17.
Push up.....	Dec. 20-24.
Pull up.....	Jan. 3-7.
Chest expansion.....	Jan. 10-14.

HIGH SCHOOL.

60-yard dash.....	Sept. 27-Oct. 1.
100-yard dash.....	Oct. 4-8.
One-fourth-mile dash.....	Oct. 11-15.
Running broad jump.....	Oct. 18-22.
League or playground baseball distance throw.....	Oct. 25-29.
Punting football.....	Nov. 1-5.
Basket-ball overhead distance throw (forward and backward).....	Nov. 8-12.
Basket-ball round arm throw.....	Nov. 15-19.
One-half-mile run.....	Nov. 22-26.
Running high jump.....	Nov. 29-Dec. 3.
Running hop, step, and jump.....	Dec. 6-10.
Standing broad jump.....	Dec. 13-17.
Potato race.....	Dec. 20-24.
Pull up.....	Jan. 3-7.
Push up.....	Jan. 10-14.
Chest expansion.....	Jan. 17-21.
Putting shot, 8-pound.....	Jan. 24-28.
Putting shot, 12-pound.....	Jan. 31-Feb. 4.
1 mile run.....	Apr. 4-8.
220-yard dash.....	Apr. 11-15.
220-yard low hurdles.....	Apr. 18-22.
120-yard high hurdles.....	Apr. 25-29.
Pole vault.....	May 2-6.
Discus.....	May 9-13.
Javelin.....	May 16-20.

GIRLS.

TIME SCHEDULE FOR ATHLETIC EVENTS.

GRADE IV.

40-yard dash.....	Sept. 27-Oct. 1.
Playground baseball distance throw.....	Oct. 4-8.
Running high jump.....	Oct. 11-15.
Standing broad jump.....	Oct. 18-22.
Chest expansion.....	Oct. 25-29.

GRADE V.

50-yard dash.....	Sept. 27-Oct. 1.
Playground baseball distance throw.....	Oct. 4-8.
Running high jump.....	Oct. 11-15.
Standing broad jump.....	Oct. 18-22.
Sit up.....	Oct. 25-29.
Chest expansion.....	Nov. 1-5.

GRADE VI.

60-yard dash.....	Sept. 27-Oct. 1.
Playground baseball distance throw.....	Oct. 4-8.
Flag race.....	Oct. 11-15.
Running high jump.....	Oct. 18-22.
Standing broad jump.....	Oct. 25-29.
Sit up.....	Nov. 1-5.
Chest expansion.....	Nov. 8-12.

GRADE VII.

75-yard dash.....	Sept. 27-Oct. 1.
Playground baseball distance throw.....	Oct. 4-8.
Flag race or potato race.....	Oct. 11-15.
Basket-ball round-arm throw.....	Oct. 18-22.
Basket-ball overhead throw (forward and backward).....	Oct. 25-29.
Running high jump.....	Nov. 1-5.
Standing broad jump.....	Nov. 8-12.
Sit up.....	Nov. 15-19.
Push up.....	Nov. 22-26.
Chest expansion.....	Nov. 29-Dec. 3.

GRADE VIII AND HIGH SCHOOL.

75-yard dash.....	Sept. 27-Oct. 1.
Playground baseball distance throw.....	Oct. 4-8.
All-up Indian club race.....	Oct. 11-15.
Flag race or potato race.....	Oct. 18-22.
Basket-ball round-arm throw.....	Oct. 25-29.
Basket-ball overhead throw (forward and backward).....	Nov. 1-5.
Running and catching.....	Nov. 8-12.
Running high jump.....	Nov. 15-19.
Standing broad jump.....	Nov. 22-26.
Sit up.....	Nov. 29-Dec. 3.
Push up.....	Dec. 6-10.
Chest expansion.....	Dec. 13-17.

DESCRIPTION OF ATHLETIC EVENTS.

Arranged alphabetically.

All-up Indian club race.—Draw two tangent circles, 3 feet in diameter. Thirty feet from a line drawn through the center of the circles and parallel to it draw a starting line. Place three 1-pound model BS Indian clubs in a standing position in one circle.

On the signal the player runs to the circles and transfers the three clubs, one after the other, using but one hand, to the other circle, and then runs back and touches the starting line. The player makes three such trips, finishing at the starting line. If a club falls over, it must be set up before the run is continued. If this event is conducted outdoors, a wide board may be used. See "dashes" for start and finish.

Baseball distance throw.—For the league baseball throw use regular league baseball. For the playground baseball throw use regular 12-inch playground baseball or indoor baseball. The thrower may run any distance before making the throw. Measure distance from the throwing line, directly in front of thrower, to spot where the ball first struck the ground. If the player crosses the throwing line before the ball strikes the ground, the throw shall not be measured.

Basket-ball distance throw.—Draw a circle 6 feet in diameter on the floor or ground. In throwing, contestant shall not touch outside the circle with any part of the body until the ball has struck the ground; he must leave from the rear half of the circle. Pass the tape through the center of the circle, but measure distance from edge of circle to spot where the ball first struck the ground. If any part of the body touches outside the circle, the distance made shall not be recorded.

Round arm throw.—In making the round arm throw only one hand shall be used. The ball may be started from any position and thrown in any manner or style.

Forward overhead distance throw.—The ball shall be grasped with both hands, placed behind the head, and thrown forward from this position.

Backward overhead distance throw.—The ball shall be grasped with both hands and thrown backward over the head.

Chest expansion.—The tape, in measuring chest expansion, shall pass around the chest just below the shoulder blades and at right angles to the spine. As much air as possible should be expelled from the lungs, and the measurement noted; the lungs should then be filled,

and the measurement noted again. The difference between the two measurements indicates the chest expansion.

The pupil should be urged to inhale deeply and to expel the air from the lungs several times before the measurement is made.

Dashes.—Runners may start from the standing or crouching position. If from the standing position, no part of the body may be ahead of the starting line; if from the crouching position, the fingers must be back of the starting line.

The starter gives the signal by saying: "On your marks," "Get set," "Go!" If the runner prefers the crouching start, he should take the following positions with respect to the commands: "On your marks": place fingers on starting line; one knee on the ground, about 8 or 10 inches from the starting line; other foot beside knee. "Get set": raises body off knee, pitching slightly forward and rest on hands and toes. Instead of "Go," if possible, use a starter's gun or strike together two boards. The runner may dig small holes for "toe grips."

The timer shall be stationed at the finishing line and shall start his watch, when he hears the word "Go," or the instant he sees the smoke of the gun. A white cord, held chest high, at the finishing line, must be "breasted" by the runner and not touched with the hands. The instant the runner breasts the cord the timer shall stop his watch. The time is the number of seconds elapsed from the beginning to the end of the run.

If the runner leaves the "mark" before the signal "Go" is given, he shall be called back and start again.

Discus throw.—The discus shall be thrown from a circle 7 feet in diameter. The contestant shall not touch the outside of the circle with any part of the body; he must leave from the rear of the circle and not until the discus strikes the ground. Pass the tape through the center of the circle, but measure the distance from the edge of the circle to spot where the discus first struck the ground.

Flag race.—Six 1-pint bottles (grape-juice bottles) and three 10 or 12 inch flags are necessary.

Arrangements for boys: The bottles shall be placed in a row. There shall be a distance of 5 feet between each of the bottles numbered 1, 2, 3 and 4, 5, 6. The distance between bottles numbered 3 and 4 shall be 15 feet. The starting line for Grade VI shall be 30 feet, for Grade VII 40 feet, and for Grade VIII 50 feet from bottle No. 1.

Arrangement for girls: Arrange bottles Nos. 1, 2, and 3 and bottles 4, 5, and 6 as described above. The distance between bottles Nos. 3 and 4 shall be 10 feet. The starting line for Grade VI shall be 20 feet, for Grade VII 25 feet, and for Grade VIII and High School 35 feet from bottle No. 1.

The race for boys and girls is the same. Place one flag in bottles Nos. 1, 2, and 3. The contestant runs from the starting line, removes the flag from bottle No. 1 and places it in bottle No. 4. He returns for flag No. 2, passing between bottles Nos. 1 and 2, and places it in bottle No. 5. He returns for flag No. 3, passing between bottles Nos. 2 and 3 and places it in bottle No. 6, and then crosses the starting line. See "Dashes" for start and finish.

Hurdles.—220 yards low.—Ten hurdles, $2\frac{1}{2}$ feet high. A lath placed on two uprights driven in the ground will be satisfactory. The hurdles shall be placed 20 yards apart. The starting line shall be 20 yards from the first hurdle and the finishing line 20 yards from the last hurdle. The hurdler shall be permitted to knock down only two hurdles. See "Dashes" for start and finish.

120 yards high.—Ten hurdles, $3\frac{1}{2}$ feet high. The starting line shall be 15 yards from the first hurdle and the finishing line 15 yards from the last hurdle. The hurdler shall be permitted to knock down only two hurdles.

Javelin throw.—The contestant may run any distance before making the throw. Measure the distance from the throwing line to spot where the javelin first struck the ground. If the contestant crosses the throwing line before the javelin strikes the ground, the distance shall not be measured.

Pole vault.—The jumping standards shall be placed on level ground. The ground on one side of the standards shall be spaded, making a jumping pit of suitable size. A straight, nonsagging crossbar shall be used; the crossbar to rest on top of the standards. A straight cane fishpole will serve as a crossbar. If the bar sags, the height should be measured from the center of the bar.

Potato race.—On a direct line draw four circles, 12 inches in diameter and 5 yards from center to center. A starting line, which is also the finishing line, shall be drawn at the following distances from the center of first circle and at right angles to the direct line:

For boys: Grade VI, 5 yards; Grade VII, 5 yards; Grade VIII, 10 yards; and for High School, 10 yards.

For girls of Grades VII and VIII and High School: Five yards.

On the first circle place a basket or other receptacle not over 2 feet in height and with an opening not exceeding 1 foot in diameter. The basket should contain three potatoes or blocks of wood 2 inches square.

On the signal the player runs from the starting line, takes one potato from the basket and places it in the first vacant circle (the one nearest the basket), runs back to the basket, passes between it and the starting line, takes the second potato from the basket, places it in the second circle, returns to the basket, passes between it and the starting line, takes the third potato from the basket, places it in the third circle

and runs back to the starting line. From the starting line the player runs to the first circle, picks up the potato and replaces it in the basket, passes between the basket and the starting line, runs to the second circle, picks up the potato, replaces it in the basket, passes between the basket and the starting line, runs to the third circle, picks up the potato, replaces it in the basket and runs across the finish line.

If a potato is dropped anywhere but in the circle in which it should be placed or in the basket, it must be picked up and properly placed before another is touched. See "Dashes" for start and finish.

Pull up.—A portable chinning bar in a doorway, a horizontal bar in the gymnasium or on a playground, or the rungs of a ladder set at an angle against a building may serve the purpose.

Each contestant begins with his hands on the bar; the feet should be at least 6 inches from the floor. Then with the arms straightened at full length he pulls himself up without a kick, snap, jerk, or swing, until his chin is above the bar. Lowering himself again (without resting) until his arms are straight, he immediately repeats the "pull up." Each pull up counts one time.

Punting football.—The regular Rugby football shall be used. The punter may run any distance before the punt is made. Measure distance from punting line directly in front of punter to spot where the ball first struck the ground. If the punter crosses the punting line before the ball strikes the ground the punt shall not be measured.

Push up.—Pupil lies on the floor, face downward, hands open and placed close to the shoulders. Straighten arms, supporting weight on hands and toes, keeping back stiff. Lower body, and without resting raise body. Each push up counts one time. A large sheet of paper placed on the floor will prevent the clothing from becoming soiled.

Putting 8 and 12 pound shot.—The shot shall be put from a circle 7 feet in diameter. The contestant shall not touch the outside of the circle while making the "put"; he must leave from the rear of the circle, and not until the shot strikes the ground. Pass the tape through the center of the circle, but measure the distance from the edge of the circle to spot where the shot first struck the ground.

Runs.—See "Dashes" for start and finish.

Running and catching.—At a distance of 30 feet from the starting line and parallel to it, stretch a cord 10 feet from the ground.

On the signal the girl runs from the starting line, tosses a basket ball or a volley ball over the cord, catches it, and runs back to the starting line. Three such trips are made, finishing at the starting line. In case of failure to catch the ball, it must be secured, tossed over the cord (either direction), and caught before continuing the run.

The starting line and the cord should both be well away from any wall, backstop, or other object, so that neither the contestant nor the ball shall touch any obstruction during the run.

Running broad jump.—A take-off, 4 inches by 18 inches, should be firmly imbedded in the ground; the edge nearest the running path shall be flush with the surface. The take-off should be painted white. If the take-off is nailed to a plank about 3 feet long and 1 foot wide, and the plank imbedded sufficiently deep, as directed above, the take-off will be very firm. The ground shall be spaded some distance from the take-off, making a jumping pit of suitable size. Measure distance from the edge of the take-off, nearest to the jumping pit, to spot where the heel or hand nearest the take-off first touched the ground. If the player steps over the take-off, the distance shall not be measured.

Running high jump.—See “Pole vault.”

Running hop, step, and jump.—Arrange take-off as described under “Running broad jump”; if the event is conducted indoors, a chalk mark will answer for the take-off. The player hops off the take-off or line, landing on the same foot from which he hopped; from this position he takes one step, landing on the opposite foot; the jump is taken from this foot, landing on both feet. The greatest effort should be put into the jump. Measure distance from edge of the take-off or line, to spot where the foot or hand nearest the take-off first touched the ground. If the player steps over the take-off the distance shall not be measured.

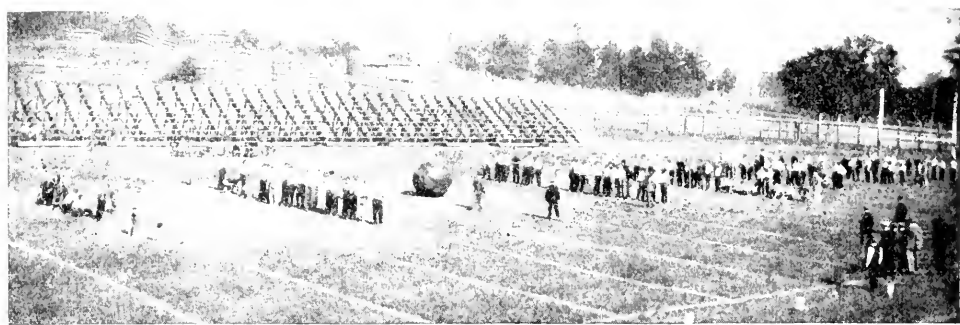
Sit up.—Pupil lies on his back, head resting on floor, feet together, arms extended, hands open and palms placed on top of thighs. Pupil raises trunk of body to a sitting position, keeping heels on floor, knees and elbows straight, permitting hands to slide over thighs and knees; pupil must not grasp clothing with hands. When the sitting position is reached the trunk is immediately lowered, and when head touches the floor the trunk is immediately raised. Each erect position counts one time.

Standing broad jump.—Arrange take-off as described under “Running broad jump”; if the event is conducted indoors, a chalkmark will answer for the take-off. The player toes the edge of the take-off or line. Measure distance from the take-off or line, to spot where heel or hand nearest the take-off or line first touched the ground or floor.

The feet of the competitor may be placed in any position, but shall leave the ground once only in making an attempt to jump. A competitor may rock backward and forward, lifting heels and toes alternately from the ground, but may not lift either foot clear of the ground, nor slide either foot along the ground in any direction.



FOOTBALL—END RUN.



PUSHBALL—THE LINE-UP.



PUSHBALL—THE SCRIMMAGE.

BLANK FOR REPORTING RECORDS.

A blank form similar to the following is used to collect the records indicated therein. Copies of the blank may be obtained by application to the Commissioner of Education, Washington, D. C., or to the author of this monograph.

UNITED STATES BUREAU OF EDUCATION.

REPORT OF RECORDS FOR THE AGE-GRADE-HEIGHT-WEIGHT ATHLETIC STANDARD.

Name of person conducting tests.....Street address.....
City.....State.....Date of report.....
Blank No..... (If several blanks are necessary for one report, number them in suc-
cession.)

Please read paragraph concerning "Reports and blanks," on page 9.

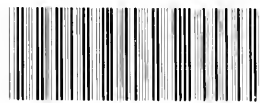
Return all blanks to George E. Schlafer, instructor, extension courses in play and recreation, Indiana University, Bloomington, Ind.

Name.	In addition to the numerical number of grade, indicate A or B. Give age in years and months.				Check.		Events and records.	Remarks.
	Age.	Grade.	Height.	Weight.	Boy.	Girl.		
1.....								
2.....								
3.....								
4.....								
5.....								
6.....								
7.....								
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